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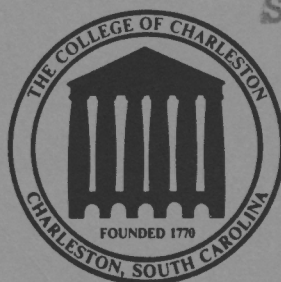
**ANNUAL REPORT**  
**OF**  
**THE COLLEGE**  
**OF CHARLESTON**  
**TO THE**  
**GENERAL ASSEMBLY**

**July 1, 1984 to June 30, 1985**

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**PRINTED UNDER THE DIRECTION OF THE**  
**STATE BUDGET AND CONTROL BOARD**

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## THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of seventeen members appointed by the Governor of the State of South Carolina with the advice and consent of the South Carolina Senate. Each of the sixteen judicial districts of the State is represented by one member of the Board. The official title of the Board is the South Carolina State College Board of Trustees.

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Priscilla Burbage . . . . . *Budget Supervisor*  
Leonardo Cortez . . . . . *Bursar*  
Ralph Conrad . . . . . *Bookstore Manager*

## PUBLICATIONS

The following documents are publications of the College:

The College of Charleston *Bulletin* (the College course catalogue)

The College of Charleston *Student Handbook*

The College of Charleston *Graduate Programs in Elementary Education and Marine Biology*

The College of Charleston *Evening School Program* (The Center)

The College of Charleston *Summer Program and Maymester*

The College of Charleston *Directory* (addresses and telephone numbers)

Student Publications: The Comet (yearbook), *The Meteor* (newspaper), *The Miscellany* (literary magazine)

The College of Charleston *Newsletter* (for the Alumni and Friends of the College)

*Invitation to Excellence* (general information pamphlet)

*Speakers Bureau* brochure

*Options*, Career Development

## STATUTORY AUTHORITY

By Section 10 of Part III of an Act bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No. 353 of 1969 (Trustees).

## HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785. In 1794, the first degrees were conferred and in 1837, it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in this country's political history include Mendel J. Davis, U. S. Congressman; James B. Edwards, Governor of South Carolina and Secretary of Energy; John C. Fremont, explorer and Presidential Candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U. S. Senator; L. Mendel Rivers, U. S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made contributions in other fields of endeavor include Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice-President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendell M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsythe Sherfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970, the College of Charleston became part of the higher education system of the State of South Carolina and entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

Since becoming a state-supported college in 1970, the campus has grown from approximately seven acres to currently over 45, the enrollment from 1,040 to 5,395, the faculty from 52 to 226, the course offerings from 300 to 1,013, and the staff from 72 to 400.

The College's accreditation was reaffirmed in 1975 by the Southern Association of Colleges and Schools. It is an equal opportunity institution.



## PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well balanced higher education program within the reach of all qualified students in the region and the state. Although every county in the state is represented in its student body, the great majority are from the commuting area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost comparable to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the arts and sciences on the undergraduate level. Post-graduate programs will be restricted to the Master's degree level and limited to carefully chosen and developed fields of local need. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the lowcountry area. Recent figures indicate some success in this endeavor although the percentage of high school graduates who are able to attend a four-year senior institution is still higher elsewhere in the state.

The enrollment growth in the past fourteen years provides a measure of the success in this massive undertaking. The continued status during this period as one of the fastest growing South Carolina senior colleges in a time when many colleges were dealing with decreases in enrollment indicates that the College still does not have all the facilities and resources necessary to serve all of the lowcountry citizens and the students enrolled.

At its bimonthly meeting held in Florence, S. C., on Wednesday, January 16, 1974, the State College Board of Trustees approved the following Statement of Purpose for the College of Charleston:

"As a General Purpose College:

To provide a comprehensive program in the arts and sciences, and such complementary programs as education and business administration, leading to the baccalaureate degree for students whose prior academic training and performance indicate the potential for success at the College of Charleston.

To provide programs leading to the Master's degree which are consistent with the geographical location and the resources of the College of Charleston and the needs of the state and the community.



To provide a comprehensive program of continuing education and cultural, social and recreational services for residents of the lowcountry and the state, insofar as these services are consistent with the College's primary academic purpose. To afford to the state and community the advantages and benefits of the professional expertise of its faculty to the extent feasible and appropriate to an institution of higher learning.

To encourage research and insofar as possible to provide an environment within which faculty members may make a contribution to the search for knowledge."

### PRESIDENT'S OFFICE

The President's Office contains the following four areas of administrative functions:

#### *Executive Assistant to the President*

This office coordinates the general operation of the President's Office and provides assistance to the President and the State College Board of Trustees.

#### *Internal Auditor*

The office conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to ensure fiscal accountability and control as well as the most efficient and effective use of its resources.

#### *Legal Counsel*

The Legal Counsel provides legal advice to the President and other administrators, faculty members and students in such areas as disciplinary matters and grievances, content of publications and contracts, immigration and personnel matters; and represents the College in litigation unless the employment of outside counsel is authorized by the Attorney General, in which case he/she monitors cases, serves as liaison and assists outside counsel.

#### *Office of Human Relations*

The Director of Human Relations is responsible for developing, implementing and monitoring policies which assure fair and equal treatment for all students and employees of the College. The Director assists the President in the implementation of the College's Affirmative Action Plan and plays an important role in the resolution of sexual harassment complaints.

## PROVOST'S OFFICE

### *Office of the Dean of Undergraduate Studies*

The Office of the Dean of Undergraduate Studies is responsible for all the academic support services and pre-collegiate programs administered at the College. The support services are to assist the degree-seeking student from orientation until graduation. This year orientation has been approached as a year-long, campus-wide activity split into three essential components: preregistration with academic counseling, new student welcome, and assimilation.

The academic advising system is being centralized and coordinated. Models for restructuring and strengthening the system are being examined. Several factors related to sound advising are being studied, and models for correction are being implemented. A new process has been established whereby in addition to students being notified of academic deficiencies, each advisor is also notified. Department chairs are notified of all majors within their department who have deficient academic standings. The professional school recommendation system for pre-medical, pre-veterinary medicine, and pre-dentistry programs has been centralized within this office.

Since the retention of students is a major consideration, efforts have been made to learn from other successful institutions. All three deans attended the Freshman Year Experience at the University of South Carolina. Site visitations have been made to out-of-state colleges to examine relevant successful programs. Factors affecting retention at the College are being studied. A scientifically valid study is being conducted which will track the progress of students readmitted to the College with an academically deficient grade point ratio. The College Skills Laboratory, besides regular tutorial and study skills services, is providing highly successful support groups for these readmitted students and other high risk students.

The 1983-84 *Student Handbook* has been revised, reorganized, and provided to students. A new 1985-86 *Family Guide* for parents has been completed and readied for distribution to families of all 1985-86 students. A major effort has been made to make all College publications consistent with respect to official policies of the College.

### *The College Skills Laboratory*

The College Skills Laboratory serves as an academic support program for the College community. The component parts of the CSL are the Reading/Study Skills, Writing, Accounting, Foreign Language, and Mathematics laboratories, and tutoring program. The goal of the various labs is to provide developmental and supplemental academic instruction. Students, faculty and staff are aided in their academic endeavors with

seminars, small group tutoring sessions and individual appointments. The Lab is also responsible for the coordination and administration of all freshmen placement testing.

The CSL is staffed by three full-time professional reading and learning instructors, three part-time mathematics instructors, one full-time secretary and approximately 50 peer tutors. Services are provided during the College's Maymester & Summer Sessions in addition to Fall and Spring semesters.

During the 1984-1985 academic year the CSL assisted a total of 3,551 clients, for a total of 9,394 contacts.

The Reading/Study Skills Laboratory received 2,164 visits; the Writing Laboratory 1,599 visits; the Accounting Laboratory 1,135 visits; the Mathematics Laboratory 3,869 visits; the Foreign Language Laboratory 498 visits, and the Tutoring Program 129 visits.

#### *International Student Program*

Academic and counseling support services for the College of Charleston's international student body are coordinated by the International Student Adviser. With the support of the Dean of Undergraduate Studies staff, the Admissions Office staff, the Registrar's Office, the Office of Student Affairs, and the College Skills Center, the International Student Adviser assists international students to assure that they receive proper orientation and advising. The International Student Adviser facilitates their acclimation to the College by serving as a mentor and a transitional adviser for those who have undeclared majors.

In addition to academic support the office has established a bona fide Host Family Program which presently has 28 host families with 16 students in homestay experiences. The College also provides all necessary documentation for international students to obtain visas and performs trouble-shooting or advocacy as required on or off campus. In summary, a full range of professional student services for international students is offered with particularly rich opportunities to participate in the life of the nearby city and region in company with American and other international students.

The number of internationals at the College has grown from 67 two years ago to 119 in Fall 1985. The International Student Exchange Program (ISEP) has grown from three students in 1979 to the exchange of 24 students in 1985-86.

#### *Upward Bound*

The Upward Bound Program is a federally funded, pre-collegiate academic program designed to generate in the participants skills and motivation necessary for success in postsecondary education. The project

served 75 11th and 12th grade students from six high schools in Charleston's District 20. Participants are from low-income families and/or are first generation college attenders (neither parent has received a bachelor's degree).

The project year is divided into two components. The academic year component runs from September through May, in conjunction with the public school's calendar. Academic classes met three Saturdays of each month (October-May) on the College's campus. The classes were taught by teachers from the target high schools. Tutorial sessions were held daily in several classrooms in Maybank Hall. The sessions were monitored by the College of Charleston students who worked as tutors. Throughout the academic year, activities of an academic, cultural, or social nature were attended.

The summer component is a six-week residential session on the College's campus. During the summer component, a bridge session is held for those participants who have graduated from high school and intend to enroll at a postsecondary institution in the up-coming Fall semester. The bridge session as well as the summer component is designed to simulate a college experience for the participants. Particular services provided during the bridge session aid the participants in making the transition from high school to postsecondary education.

#### *Governor's School*

Governor's School 1985 marked the tenth year that this residential program for gifted and talented students has been conducted on the College of Charleston campus. In 1985, 582 of South Carolina's top students were nominated by their high schools for participation in the program. The selection procedure yielded 243 students who became 1985 Governor's Scholars. The group of 111 males and 132 females included 46 black students and eight other minority students.

Governor's Scholars participated in two kinds of courses: a subject concentration and a global issues seminar. The 1985 subject concentration offerings included introductory and advanced computer science, mathematics, marine biology, chemistry, and behavioral science. The global issues seminars dealt with such topics as survival in a nuclear age, the possibilities of cooperation with other countries, possible conflicts between science and religion, and human rights. Additionally, Governor's Scholars participated in a wide range of enrichment activities which included field trips, debates, guest speakers, concerts, films, and a sports program.

In 1985 a new supplementary program, the Governor's School Mini-Session for rising ninth graders was inaugurated. This program, modeled after the regular Governor's School, provided 46 rising ninth graders

special opportunities in computer science. Applications numbered 339 for the first Mini-Session with 46 students ultimately chosen for participation. The group of 24 males and 22 females contained 11 black students and three other minority students. Current plans call for the 1986 Mini-Session to be expanded to include not only computer science but other offerings in mathematics and the physical sciences.

### *Honors Program*

The Honors Program is designed to enhance the stated mission of the College of Charleston to commit the energies and resources of students, faculty, and staff to the ideals of liberal learning and academic excellence. The Honors Program provides a framework within which outstanding scholarship can develop and gives gifted students an opportunity to fulfill their creative potential. It offers challenging courses specially designed for Honors students and also provides a variety of extra-curricular activities. The Honors Program encourages intensive intellectual discussion by creating a small community of students and faculty who work together in an atmosphere of camaraderie both inside and outside the classroom. Moreover, a tutorial system and a required year-long senior paper (Bachelor's Essay) are a crucial part of the Honors Program and its recognition of the value of guided research and individualized instruction.

In designing the Honors Program, the faculty developed an entirely new curriculum. At the heart of this curriculum is a series of Honors Colloquia — small, seminar-style classes which emphasize active student participation. Not merely accelerated courses, Honors Colloquia are more intensive, meet more frequently, and carry more academic credit than courses in the regular college curriculum. These courses are taught by a team of professors from different academic disciplines, which serves to broaden the scope of the courses and exposes students to diverse perspectives and approaches. In addition to the Honors Colloquia, the Honors Program offers specially designed courses in English, mathematics, and the laboratory sciences. Special topics courses are also offered regularly and are often team-taught as well. Honors Program students are encouraged to participate in scholarly off-campus projects, including study abroad, internships, and special research projects.

Approximately 80 students participated in the Honors Program in 1985, which was the program's fifth year. Thirty freshmen have been accepted for the fall semester of 1985. The Honors Program continues to be an important part of the College of Charleston's effort to attract and retain gifted students who are seeking extraordinary academic challenge. It is also a part of the College's effort to expand cultural and intellectual activity on campus.



### *Admissions*

Applications for the Fall Semester of 1984 showed 3,105 total applications with a total of 1,544 new students enrolled. This is compared with 1,518 new students in the Fall of 1983. Of the 3,105 students who applied for admission to the College, 2,427 were accepted, 508 were denied admission, and 170 withdrew their applications before admissions decisions were made.

The visitation of secondary schools in South Carolina continued to be extensive, and visitation to privately controlled schools was increased.

The general characteristics ascribed to the 912 entering freshmen are as follows:

Average verbal and mathematical scores on the SAT were 471 and 492 respectively.

Seventy-seven percent were from the upper half of their high school classes.

Fifty-eight percent were in the top 30 percent of their classes.

Forty-three students were graduated first or second in their senior class in secondary schools.

Seventy-four percent were from public secondary schools.

Twenty-two new freshmen had graduated from high school in three years.

335 were men (37 percent), and 557 were women (63 percent).

Thirty-nine percent were from Charleston County, 45 percent from the rest of South Carolina, and the remainder were from 52 other states and foreign countries.

Approximately seven percent were black. This is a qualified statement since many applicants do not provide us with race information prior to admission decisions being made.

A total of 537 students applied for admission for the second semester of the academic year 1984-85. Of this number, 357 enrolled including 39 freshmen, 293 transfers and readmits and 25 non-degree students.

### *Registrar*

During 1984-85 the Registrar's Office experienced a change in leadership and achieved the following:

1. Improved the overall image of the Registrar's Office on campus.
2. Implemented new procedures and forms to provide greater efficiency and integrity in the records area. These changes include numbered Change of Grade forms, "Approved Leave of Absence" stamp for records, a standard form to verify enrollment, and grade report audits for faculty.



3. Reorganized record storage area and practices to accommodate new files and to better comply with AACRAO record guidelines, although space is still far from adequate.
4. Improved various aspects of commencement preparation to include timely Senior Degree Audits, use of facsimile signatures on diplomas for department chairs, use of pre-cut ribbons, and a personal congratulatory letter to Summer and December graduates. In 1984-85, 569 undergraduate degrees were awarded and 39 graduate degrees.
5. Improved pre-registration and registration procedures by requiring advisor signatures on pre-registration forms, permission required for upper level BA courses, additional terminals at registration, and publication of the registration schedule in the local paper(s).

#### *Center for Continuing Education*

The Graduate Studies Office; the Continuing Education program which includes recruitment and advisement for returning adult students, evening credit course coordination and the development of non-credit courses; and the new Professional Development Office which provides programs and courses for business and industry are housed in the Center for Continuing Education. Our mission is to provide credit and non-credit programs to meet the needs of the Charleston Community. A brief summary of the activities in each of the three areas follows.

#### *Continuing Education*

The purpose of the Continuing Education Program is to provide recruitment, advising and registration for adult students in credit and non-credit courses. Results include the following:

#### *Credit Courses — Continuing Education Students Enrolled:*

	<i>Fall '84</i>	<i>Sprg '85</i>	<i>Totals</i>
Credit Students .....	743	692	1,435
Audit Students .....	70	41	111
Senior Citizens — Credit .....	28	27	55
Senior Citizens — Audit .....	25	33	58
<b>TOTALS .....</b>	<b>866</b>	<b>793</b>	

#### *Evening School:*

# Courses funded by Evening			
School Budget .....	91	84	175
# Students enrolled in all			
Evening Classes .....	3,555	3,290	6,845
Average # per class for all			
Evening Classes .....	24.18	21.64	

*Non-Credit Courses* (includes Fall and Spring Brown Bag Lecture Series and Spring Spoleto Lecture Series)

	<i>Fall '84</i>	<i>Sprg '85</i>	<i>Smr '85</i>	<i>Total</i>
# Courses taught .....	43	35	8	86
# Students enrolled .....	576	607	72	1,255
Average # per class .....	13.40	17.35	9	

The Center for Continuing Education also provided a number of services for adult students, potential students and members of the community through public presentations, registrations at military bases, shopping mall information booth, orientation and advising sessions, Discovery Night, over-the-counter and phone-in registration, financial aid certification, promotion and publicity for both credit and non-credit programs, and communication for evening students. In addition, Continuing Education assists with the planning and implementation of the staff development program. During this fiscal year, 131 College of Charleston employees were enrolled in non-credit courses through the staff development program. Employees also enrolled in 46 credit courses through the staff training program.

The Venture Program, designed to attract and retain adult minority students, was designed, funded and successfully implemented. The coordinator identified 31 students to begin courses along with a support group in the summer of 1985. In total, after a limited publicity campaign, 242 persons have made inquiries about the program; some of these persons will serve as the basic pool for future semester selections.

The Community Assessment Program (CAP), a research study commissioned through the College Board, was completed and several meetings were held to disseminate information reported in the study to College faculty and administrators. The College Completion Program, to be implemented in 1985-86, is based on data generated by the CAP study. The CAP report indicated that there are many adults in Charleston who have some college credit and would like to finish their baccalaureate degrees. The College Completion Program will be directed at that population.

### *Professional Development*

The new office of Professional Development was initiated in mid-October 1984 to develop programs, conferences, seminars and workshops for the general public, but more specifically for developing a working relationship with business and industry, government agencies and professional organizations in the greater Charleston area.

Since October, a variety of new non-credit offerings has provided

opportunities for over 500 lawyers to participate in Continuing Legal Education programs; over 150 participants have taken computer programs including a course for area contractors in how to "bid"; several courses have been offered "in-house" at the Charleston Naval Base, for the Charleston City Schools and for the Medical University of South Carolina School of Nursing.

The South Carolina School of Alcohol and Drug Abuse held a very successful program here with over 385 participants in attendance.

Non-credit courses in management, leadership, and financial management, are a few of the new courses offered in 1984-85. Additionally, credit courses have been offered for the employees of Mobay Chemical Company and First Federal Savings and Loan of Charleston.

### *Graduate Studies Office*

In addition to five existing master degree programs (Master of Science in Marine Biology, Master of Public Administration and Master of Education in Early Childhood Education, Elementary Education, and Special Education), three new graduate programs; the Master of Arts in Teaching in Early Childhood Education, Elementary Education, and Special Education were approved by the South Carolina Commission on Higher Education and offered for the first time in January 1985. The Marine Biology Program was reorganized in the Spring of 1985. The College of Charleston will continue to serve as the lead institution and award the degree. The Master of Public Administration program received full accreditation as a result of a visit by representatives of the National Association of American Schools for Public Administration.

The Spring Semester 1985 graduate enrollment of 456 students was the largest ever at the College of Charleston. Under the new formula funding format for graduate studies, a total of 317 FTE was generated in 1984-85 in contrast to 274 FTE in 1983-84. The education programs continue to enroll the largest number of students (408 of the 456). The majority of these students are non-degree students, attending graduate courses to obtain the credit for certification.

The College of Charleston participated in the Lowcountry Educators' Cooperative; an organization which includes Berkeley, Charleston, and Dorchester County School Districts and the Baptist College of Charleston, The Citadel, and the College of Charleston. The purpose of the organization is to provide recertification courses for area teachers and avoid duplication. The College offered eight special topics courses as requested by school districts and agencies and 14 contract courses in math, science, or computer science which were funded by the Education Improvement Act in 1984-85. Six of these graduate courses were offered at off-campus locations to meet the needs of area teachers. The College participated in

the South Carolina Professional Development Program for Science and Mathematics Teachers. A physical science course was offered in the Summer of 1985 as part of this grant.

A Center for Excellence in Early Childhood Gifted and Talented Education will be initiated in 1985-86 as a result of funding provided by the Commission on Higher Education.

### *Profile of Graduate Students*

Characteristics of the Graduate School population include the following:

- 70-85 percent are part-time students (enrolled for less than nine hours).
- Each semester approximately 200-250 non-degree students enroll in teacher certification courses.
- 27 students received graduate assistantships, nine students were awarded research assistantships and three students were awarded Graduate Minority Incentive Fellowships.
- 88 percent of the graduate students are female, 12 percent are male.

### *Maymester and Summer Sessions*

Over 240 classes were offered by the College of Charleston during its four summer terms in 1985. Overall, headcount for the summer terms increased 7.75 percent to 3,891 while credit hour production was up 6.61 percent to 14,861 hours from the 1984 figures.

Maymester continued to be a popular alternative with students. The 38 classes offered during this three-week term attracted 686 students resulting in a total of 2,207 credit hours. Headcount increased by 4.26 percent while credit-hour production was up 10 percent over figures from the summer of 1984.

The Summer Evening term showed the greatest increase over the 1984 summer sessions. The 22 evening classes had a headcount of 323, an increase of almost 49 percent. Credit hour production was up 32 percent to 1,074. Variable scheduling of classes was initiated with two classes meeting once each week for 14 weeks; one class met three times per week for five and a half weeks; other classes met twice per week for seven weeks. Enrolled in the evening classes were 30 "Venture students." These students are minority adults over the age of 25 recruited by the College of Charleston's Center for Continuing Education. The Venture Program was established during the spring of 1985 to encourage minority enrollment at the College of Charleston.

The two five-week day sessions also showed a smaller increase in enrollment and credit hour production over figures from the summer of 1984. The 113 classes in Summer Session I resulted in a headcount of 1,594

(an increase of 3.4 percent) and a credit hour production of 6,602 credit hours (3.5 percent increase). The 72 classes in Summer Session II had a headcount of 1,288 (7.8 percent increase) and generated 4,978 credit hours (an increase of 4.5 percent).

Included in the summer offerings at the College were 26 graduate courses. These classes in the Education and Public Administration graduate programs enrolled 429 students and resulted in 1,352 credit hours. These courses will generate an additional FTE allocation by the State of South Carolina to the College of Charleston.

## ACADEMIC AFFAIRS

In this year of the bicentennial, we point proudly to the College of Charleston's heritage of excellence and unwavering commitment to providing students with a quality liberal arts education.

Two brief descriptions furnish a good indication of the College's current educational program and the vitality of the departments and other academic units.

### 1. *The Educational Program\**

#### *Degrees Offered*

At the undergraduate level, the College of Charleston offers the Bachelor of Arts and the Bachelor of Science degrees. The Bachelor of Arts may be earned by majoring in departmental programs in English, history, languages (French, German, or Spanish), philosophy, and political science, and interdisciplinary programs in classical studies, fine arts, and urban studies. Three of the science departments — biology, chemistry, and physics — offer additional major programs oriented toward the humanities and leading to the Bachelor of Arts degree. Major programs in biology, business administration, chemistry, computer science, economics, elementary and special education, geology, mathematics, physical education, physics, psychology, and sociology lead to the Bachelor of Science degree. Specialized pre-professional programs lead to the Bachelor of Science with Dentistry and the Bachelor of Science with Medicine.

At the graduate level, the College offers the Master of Education degree with concentrations in elementary, special education, or early childhood education. This degree is for those who graduated with an undergraduate degree in education. In the fall of 1984 the College began offering the Master of Arts in Teaching program for

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\* Much of this section is based on 1984-86 catalog information. Updates have been made where necessary.



liberal arts graduates wishing to pursue a teacher preparation program at the elementary or early childhood level or in special education. In cooperation with the member institutions of the Charleston Higher Education Consortium, the degrees of Master of Science in Marine Biology and Master of Education with a concentration in special education are offered. A Master of Public Administration program in urban public administration, a joint master's degree program with the University of South Carolina, was implemented in the Fall of 1978.

### *The Faculty*

The College of Charleston teaching staff is a young, highly qualified faculty. As of Fall 1984, the full-time faculty consists of 223 men and women. Eighty-four percent of the faculty hold terminal degrees — the Ph.D. or its equivalent.

The College's major emphasis is on excellent teaching, but with the recognition that a faculty of scholars makes for the best, most stimulating, teaching. The faculty are active in publishing, delivering papers, attending conferences, and creating and participating in professional symposia, lecture series, and performances. While teaching styles and techniques are as varied as the personalities of the individual instructors and the demands of their academic disciplines, the teaching staff is unanimously committed to maintaining strong academic programs and a learning environment that is both challenging and inviting. Within this environment, students will meet professors whom they find professionally and personally inspiring in communicating knowledge and with whom they can develop an open and rewarding relationship.

Additional information on faculty activity is included in the following section.

## *2. Departments and Academic Units*

### *Departments of Instruction*

#### *Sciences including Computer Science and Mathematics*

*Biology.* This department has the primary role in furnishing instruction for the Charleston Higher Education Consortium's graduate program in Marine Biology. At the undergraduate level the addition of two molecular biologists and a new and modern genetics laboratory have added a dimension to the department's curriculum. The department is contributing to the continuing education of secondary school teachers. An award of \$158,429 from the National Science Foundation for Science Teacher Development is being used to do this.



*Chemistry.* Students continue to make significant presentations to such groups as the South Carolina Academy of Science, the Southeastern Region Division of the American Chemical Society, and the National American Chemical Society. The department has sponsored such student involvement over the past several years. A new Minority Lecturer Series in Chemistry began this year under department sponsorship. Additionally, in a good example of interdisciplinary cooperation, one of the chemistry professors coauthored the successful National Science Foundation Secondary School Science Teachers Grant noted above in the biology discussion. The same professor cosponsored the successful school science fair where schools representing eight counties participated.

*Computer Science.* This was the second graduating class of computer science majors. The total of 29 was seven larger than last year. One of the department's faculty, with the help of an Exxon grant has organized several College faculty training sessions. These include a 20-hour short course in Pascal for faculty and several faculty development courses for professors with no previous experience with computers.

*Geology.* The addition of three professors has aided in the expansion of curriculum, an increase in introductory level course enrollments, the attraction of additional majors and the improvement of the overall program of study. Departmental members have been particularly active this year with a significant increase in professional meeting presentations and attendance, publications and acquiring internal and external funding to aid in expanding their research programs. This is another department cooperating to implement the NSF grant to help secondary science teachers.

*Mathematics.* An annually successful pre-college activity is the statewide Math Meet sponsored by the College of Charleston Math Department. Approximately 950 students from 83 schools in South Carolina, North Carolina, Georgia, and Tennessee attended. The department has begun using computers in the classroom and has planned to expand this feature. This was the ninth year the department has administered common finals in college algebra, trigonometry, precalculus, and introductory calculus. The department decided that the common finals will be made up by those teaching the courses and the results of the common finals will be used in faculty evaluations.

*Physics.* The department chair will teach all of the physics content courses for the NSF Secondary Science Teachers grant previously discussed. Four topical physics workshops are planned for interested teachers in Charleston, Berkeley and Dorchester

counties for next year. The schedule was developed with the science coordinators from each county. Major teaching achievements included extensive use of the computer in astronomy classes, a rewriting of the error analysis section of the Introductory Physics laboratory manual, and development of a new method for evaluating laboratory reports and conveying constructive guidance back to the students.

### *Social Sciences including Business/Economics, Education and Physical Education*

*Business Administration/Economics.* This department had a new chair for the 1984-85 academic year. Considerable time and effort has been devoted to preparation for the accreditation visit by the American Assembly of Collegiate Schools of Business, but this didn't deter the department from achieving this representative sample group of accomplishments: (1) a complete revision of the student advising system which resulted in identification of 850 declared majors and more effective scheduling on prerequisite courses; (2) a computer needs analysis was completed allowing Business/Economics students to function in a new computer laboratory next year; (3) expansion of the Small Business Institute and Small Business Development Center was achieved; (4) a new "Executives in Residence" program was developed to allow local businessmen to share expertise with students and faculty; and (5) over 50 convention presentations and journal articles were accomplished by faculty members.

*Education.* A new graduate MAT program was given preliminary approval by the state this fall. This furnishes a program for liberal arts graduates who are interested in teaching. A Director of Professional Development in Education continues to work directly with the Graduate Office and the Lowcountry Educators Cooperative to insure that course offerings at the College parallel the needs of area school teachers. The largest number of contract courses in the history of graduate education at the College was offered during this academic year. In a serious attempt to improve the quality of teacher education program graduates, the department has initiated a new set of entrance criteria for teacher education majors.

*Physical Education and Health.* Under a new chair, an innovative three semester rotation system for majors' courses was instituted in the fall of 1984. The purpose of this rotation system is to increase FTE major courses. In addition, the advising system for majors has been improved and the number of majors increased for the year. The department also provides an organized community

fitness program for College faculty and staff. As many as 25 participants were in the program during some of the several sessions which were offered through the year.

*Political Science.* This year marked several firsts for the department including: (1) the largest number of documented majors in the history of the department — 187, of whom 32 graduated in May; (2) the first faculty member to receive a Fulbright Scholarship was named; (3) the publication of four books authored or edited by departmental faculty; (4) successful completion of the first major, federally funded research project; and (5) the award of \$142,260 in external funds for research, training, and consultation marking the second year in a row that external funds have exceeded \$100,000.

The Institute for Public Affairs grants the Masters of Public Administration degree and is an extension of the Political Science Department. It works in close cooperation with the University of South Carolina, which provides some of the Institute's faculty, and with the history and business departments of the College, which also furnish faculty. Institute faculty and students engaged in national research projects in excess of \$100,000 and contributed to nine community service projects this past year.

*Psychology.* The Psychology Department annually services and advises one of the largest groups of students at the College. Additionally the department cooperates with the School of Nursing at the Medical University in scheduling courses to meet the needs of the nursing program. To complement a well qualified staff, six well-respected area psychologists furnish assistance to the department in a variety of ways.

*Sociology and Anthropology.* Considering that the year was spent under direction of an acting chair (new chair to begin in August 1985) this department accomplished a great deal. A visiting Fulbright scholar was affiliated with the department during the summer/fall semesters of 1984. Along with the Medical University the department co-sponsored the annual meeting of the Popular Culture Association in the South. A foundation was set for re-evaluation of the sociology curriculum; acquisition of more extensive library holdings was initiated and faculty involvement in research projects and in interdepartmental instruction was increased.

### *Humanities*

*English.* A program completely new to this area was begun this year. The Scholars-In-School Program made it possible for a College faculty member to be available to the public school district for instruction and consulting on a full-time basis. This year the depart-

ment was also able to establish a sequence of courses designed especially for non-native speakers seeking admission to the College. Finally, in an effort to add additional English courses which will be attractive primarily to non-majors, the department has developed minors in American Studies and Communication.

*History.* The department chair served a year as an American Council on Education Fellow. (This is the second such award won by a College of Charleston faculty member in the past four years.) The same department produced another award winner for the 1985-86 academic year. He has received a Fellowship for College Teachers from the National Endowment for the Humanities. This department has been particularly active in the past few years in introducing interdisciplinary courses and in revising its own curriculum. A good example of interdisciplinary involvement is the establishment of a minor in American studies which gives students an opportunity to focus on the relationship between American art, literature, philosophy and social sciences within historical contexts.

*Fine Arts.* Area coordinators have been established in the department. They represent art history, visual arts, music, and theater. This has provided better governance of the department and has helped in the revision of the fine arts major and an 18-hour minor. The minor provides all College of Charleston students with an opportunity to explore an area other than their specified major and should lead to increased enrollment in fine arts courses. The department has continued its close association with Spoleto Festival plans and programs and has become the sponsor of over two dozen events per semester for students, faculty and the public.

*Languages.* A continuing objective of this department has been to increase enrollment in fourth semester classes. That has been achieved this past year and has encouraged department faculty to extend efforts for even greater enrollments in future years. The department is now carrying on a comparative study of its curriculum with that of similar institutions. One objective is to develop courses and programs in foreign language that respond to the more diverse interests of a changing student body, both as part of the department's credit offerings and Continuing Education's non-credit offerings. The faculty has become increasingly involved in interdisciplinary offerings and a Study Abroad Program in Spanish in Madrid, Spain, was planned in 1984 to be taught during the first summer of 1985.

A Language Laboratory has been available to students and faculty for consultation, scheduling and technical help. The laboratory has been instrumental in administering tests, tutoring students and



orienting first year students and incoming freshmen.

*Philosophy.* The department has added faculty in the religious studies field to accommodate increased student interest. Along with this increased interest and interest in philosophy in general, the department has restructured its logic offerings, added a course on philosophy and feminism, a course which has attracted a great deal of attention, and had five faculty members teach either in the Honors Program or in the Studia Humanitatis Program. The department's minor in philosophy has begun to result in much higher enrollments in upper division offerings.

#### *Other Academic Programs*

*The Assistant Provost for Faculty Services* sought grants and contracts from a wide variety of sources including defense agencies, the state, local governments, and private foundations. As a result, a good base for continued grant seeking was established. Overall, approximately 50 percent of the proposals submitted this year met with success. The greatest proportion of funds were obtained for teacher improvement and desegregation efforts. These and other faculty accomplishments were publicized through newsletters and the media. As one example, the grant for improving secondary school science teacher skills for over \$150,000 was initiated by the Assistant Provost. As noted in the various department descriptions, a real interdisciplinary effort has been provided with the biological and physical science departments cooperating to aid the school-teachers.

*The Faculty Research and Development Committee* awarded three rounds of College Grants as well as Summer Research Grants by means of its competitive selection process. The projects selected were designed to benefit both the College and the faculty member. Grants were provided in the form of grants-in-time, financial support, and for supplemental travel. The total awarded was \$90,000. Additionally, in 1984-85 thirteen semesters of paid sabbatical leave were granted with more than \$67,000 spent to replace the faculty on leave. Overall it's clear that the Committee action has aided faculty research, teaching improvement, interdisciplinary cooperation and work with professionals outside the College.

*Honors Program.* One of the major goals in 1984-85 was to complete an extensive self-study and submit to peer evaluation by outside experts. The self-study was cited by the evaluators as excellent and in the words of the evaluators, the program is one of the best they've ever seen. During the year the Honors Program scholarship fund was increased and, in an effort to recruit more students, a

weekend for former Governor's Scholars who indicated an interest in the College was held.

*International Studies.* Initiated in September 1984, this program functioned with a director, a part-time assistant director and, for this past year, a part-time secretary. Already, an interdisciplinary minor in International Studies has been created. Two Global Studies courses have also been established with student interest great and with the courses oversubscribed. Close cooperation has also been maintained with the Director for International Studies with a view toward increasing qualified international student enrollment. The International Studies director has made 25 media appearances to help generate community interest.

*Jewish Studies program.* This program was established as a memorial to Nathan and Elka Yaschik, two immigrants to Charleston from Poland in the early twentieth century who took an active interest in Yiddish culture. A memorial gift was given to the College in the form of an outright bequest of \$75,000 and a commitment to subsequent annual gifts of \$20,000 until the fund reaches \$500,000. The program will focus on Southern Jewry and the American Jewish experience and will include a language course in Yiddish.

#### *The Learning Resources Center*

With the appointment of a new director and the addition of a video producer to the staff, the Learning Resources Center has expanded its production and technical support activities for the faculty and students. For the first time, local TV stations aired a 22-episode cable television series and five public service announcements, all in-house productions of the Learning Resources Center. Demand for many of its other services have increased dramatically. The Center, for example, filled 7,152 delivery requests for audiovisual equipment to classrooms and rented 379 films for instruction and recreation. The Learning Resources Center has also begun buying some films previously rented for classroom use saving the College the costly charges that repeat rentals entail.

#### *The Avery Research Center*

This year marked the inauguration of the Avery Research Center, a cooperative project of the Avery Institute of Afro-American History and Culture and the College of Charleston. The goal of the Avery Research Center is to preserve and make public the heritage of the Afro-Americans of the Lowcountry through the establishment of a research center, including an archives and a museum, on the site of the former Avery Normal School. With the appointment of its first director, the Center expects to accomplish its goal through conferences, forums, exhibits,



study courses and other similar activities. This year the center was involved with the Avery Institute in a three-day reunion of graduates associated with black educational institutions in the region which brought together several hundred people for a series of speeches, workshops, tours and performances.

### *The College of Charleston Libraries*

The resources of the College of Charleston Libraries now number more than 299,000 volumes. While maintaining subscriptions to over 2,000 periodicals and other serials, the libraries added approximately 13,000 new volumes during 1984-85. At the same time more than 275,000 people used the libraries, and they borrowed 58,000 items from the general and reserve collections of both the Robert Scott Small Library and the Marine Resources Library. To accomplish the primary goals of acquiring and providing access to the growing body of information resources needed by the College's students and faculty, the library has intensified its efforts to apply new technologies to library activities. One result of these efforts has been the near completion of the development of a machine-readable database of approximately 165,000 titles representing the libraries' holdings. At the same time the library staff has participated in a library automation project, developing specifications for a computerized library system. When installed during the spring of 1986, the system will provide fully automated online circulation and public access services.

## STUDENT AFFAIRS

The Division of Student Affairs at the College of Charleston is dedicated to the facilitation of the social, physical, ethical and intellectual development of all students so that they may be responsible and effective men and women.

As educators, the student affairs staff works to create environments, provide experiences, and teach skills which enable students to develop personal value systems, explore and build healthy interpersonal relationships, discover the responsibilities of community membership, realize their physical potential, and accept responsibility for their own development.

These goals are the basis for a student affairs curriculum which parallels and reinforces the academic curriculum. The Division recognizes that the purpose of a liberal arts education is best met when both the student affairs curriculum and the academic curriculum are strong.

In 1984-85 the change of the alcoholic beverage laws of the State of South Carolina demanded a new response to regulation and socialization on college campuses. The College of Charleston responded with changed regulations and increased "dry" programming. Further, we increased

efforts at alcohol education programming. The other major area of concern and work dealt with race relations on campus. As our minority population increases the demand for proper support systems becomes even more evident. "Town meetings" with students helped us to better understand and define problem areas. We continue to work for the harmony and mutual respect our society calls for.

Special services for students are described below.

### *Student Health Services*

The College of Charleston provides an on-campus Health Service to promote and maintain optimum health to students while attending the College. The service provides routine office care and the services of a physician and a nurse on a daily schedule at no charge to the student. A registered nurse is also available for evening and weekend emergencies.

Student Health Services also provides routine laboratory evaluation and dispenses medication for acute care.

As an additional service, allergy injections are administered to faculty and staff as well as to students. This service is free of charge.

The physician staff covers specialties of Dermatology, Gynecology, Allergy, Rheumatology, Venerology, and skin surgery. This enables the student body to obtain a full range of care pertinent to the age group and life styles found at the College. Those specialties not available continue to be available in the community.

Tuberculosis tests are administered in both the fall and spring semesters to those students who will practice teach in the public schools.

Pre-season athletic physical exams are given to all students who will participate in sports at the College. These are scheduled a few days before classes begin in the fall.

Physical exams are also given to Public Safety officers prior to attendance at the S. C. Criminal Justice Academy.

In April a campus-wide measles immunization clinic was held in order to update this vaccine for all students.

In addition to providing health care to regular students, the Health Service assumes responsibility for the medical care of various groups especially during the summer months. Groups include Governor's School, Upward Bound, Spectra, Lifeline, Elderhostel, Spoleto, Basketball Camp and Computer Camp.

The Health Services staff continues to be involved in campus outreach by serving on committees such as the College Alcohol Policy Committee and the Emergency Response Team.

A total of 6,860 visits were made to the Student Health Services.

### *Residence Halls*

In the fall of 1984, the residence halls housed 1,477 students. This included temporary triples in the College Lodge and in the Wentworth Street Residence Hall. An additional 87 students were housed in Greek housing. At the beginning of Fall semester 1984, residence hall occupancy level was over 100 percent. For the ninth consecutive year there were more students desiring space in the residence halls than the College had space in which to accommodate them.

The College furnishes a bed with a mattress (twin size beds), a chest of drawers, a desk and a chair.

Residence Counselors and Residence Assistants who work with the Director of Student Housing plan and implement residence hall programs; counsel and advise students; make room assignments; manage the facilities; coordinate housing for summer groups; and conduct periodic inspections of rooms for sanitary and safety conditions, unauthorized property, and damages to property in order to properly maintain College facilities and to help make dormitory life pleasant and conducive to study.

There was extensive summer usage of the dormitories to house various groups, including Spoleto performers, Governor's School students, Upward Bound students, several workshops and clinics, and regular Summer School at the College.

### *Counseling Center*

The staff of the Counseling Center provides students (faculty and staff as time permits) with a wide range of psychological services. These services include: individual and group counseling, psychological testing and interpretation, marriage and family counseling, seminars and workshops on topics of special interest and concern to students, and referrals to other helping professionals when appropriate.

Ten percent of the student body used the Counseling Center last year. This figure represents 502 students and 1,986 appointments. Nationwide statistics show that on most college campuses five to seven percent of students use college and university counseling centers.

In addition to providing individual counseling, the Center also offers group counseling. These groups usually meet for six to ten weeks once a week for two hours, and each group varies from four to nine students. Our staff led the following groups this year: Eliminating Self Defeating Behaviors, Grief and Loss, Self Hypnosis, Eating Disorders, Interpersonal Relationships, and Stress Management.

The Center was notified in May, 1985 that it had received accreditation by the International Association of Counseling Services. This is the result of a lengthy written application submitted in December, 1983 and an on-site evaluation in November, 1984.

One of our staff members led an eight-hour workshop on Neuro-Linguistic Programming at the American Association of Counseling and Development's National Conference in New York, and served as assistant trainer to John Grinder at a hypnosis training workshop in Charleston. Clinical membership was attained by one of our staff members in the American Association of Marriage and Family Therapists. Another staff member spent six weeks in Hong Kong where she participated in a course for one hundred English speaking Chinese counselors. Another staff member presented papers on "The Sport Psychologist: Roles and Functions," and "Communication Skills for More Effective Coaching" at the Sixth Annual National Coaches Conference and Sport Medicine Symposium at the Olympic training center in Colorado.

The staff of the Counseling Center continues to be invited to present seminars and workshops to groups interested in their areas of expertise. Some of these include: two workshops for student leaders on "Managing and Utilizing the People Resource," three "in-service" workshops for residence hall assistants, six workshops on "Interpersonal Relationships" to the Campus Crusade for Christ organization, a workshop for peer mentors on "What Freshmen Should Expect from Peer Mentors" and "Developmental Tasks of College Students and How You May Be of Help," six workshops on assertiveness training for the Lifeline group, and a "Stress Management" workshop for re-admitted students. One staff member is the advisor to the Campus Crusade for Christ organization, and another staff member is advisor to the Iota Omicron Chapter of Alpha Kappa Alpha Sorority. Another staff member is a member of the Police Department Hostage Negotiation Team, and has served as the volunteer mental health consultant for Hospice of Charleston. A staff member served as a psychological consultant to the U.S. Shooting Team during the 1985 International Shooting Championship, and presented two training seminars for the U.S. Shooting Team in Morgantown, W. Va. and Ft. Benning, Ga.

Lectures and workshops presented in the Charleston community involved the Summerville Rotary Club, Cornerstone — St. Philip's Parish, Hospice of Charleston, the College of Dental Medicine, MUSC's Department of Psychiatry, the Charleston Running Club, Hotline of Charleston, and the Navy Family Services.

Services provided by the Counseling Center other than those already mentioned include: consultation with faculty and staff, staff members "on call" for the residence hall staff during the evenings and on weekends; membership on committees such as the Incentive Scholarship Awards Selection, Freshman Orientation Operations Group, College As Community, Spectra Advisory and the Committee on Race Relations.

We continue to be aware of our need to develop professionally, and

therefore, continue to take advantage of opportunities to attend local, regional and national conferences and training seminars. Some of the professional development opportunities this year include participation in a series of training seminars in Ericksonian Hypnosis, attending the Southeastern Institute Spring Conference on Transactional Analysis, attending the Conference on Recruiting Minorities, the completion of an eight-month training program leading to the designation of Master Practitioner in Neuro-Linguistic Programming, attending the Association of University and Counseling Center Directors annual conference, the completion of a five-part Leadership Development course, and attendance at the American Association of Counseling and Development Association's national conference. Our staff holds memberships in the following professional organizations:

- American Psychological Association
- American Association for Counseling and Development
- American Association of Sex Educators, Counselors and Therapists
- American Association of Sex Therapists and Counselors
- American Association of Marriage and Family Therapists
- S. C. Association for Counseling and Development
- Southern Association for College Student Affairs
- Association of University and College Counseling Center
- Christian Association Psychological Studies

### *Career Development*

The Office of Career Development provides a wide range of career services including individual testing and counseling; workshops on decision-making; work experience opportunities; and assistance to seniors in establishing credential files, scheduling interviews with recruiters, and obtaining graduate school information. In addition, the office maintains an information center on occupations, career decision making, alternative ways to learn, the job market and graduate education. A computerized career decision program was added this year which serves as a valuable tool and resource for counselors when helping students to identify potential occupations.

During the 1984-85 academic year, 935 students registered with the office and met with a professional staff person for at least one session. An increasing number of students asked for assistance in selection of their major, creating the need to organize group sessions to handle all the requests. The Undergraduate Dean continued to refer, for career counseling, increasing numbers of students on probation and those seeking readmission to the College.

As a means of handling the increased load of students, 101 different



workshops and group sessions were offered to students in setting up credential files, choosing majors, planning careers, and exploring work experience opportunities. A new Teacher Career Day was begun this year to assist students interested in teaching careers to explore job opportunities. A Summer Job Day was also offered in the Spring to allow students seeking summer jobs to meet with prospective employers.

Forty-five students were placed with 21 organizations or offices this year in a variety of internships and eight were hired as Co-op. Some 400 seniors established credential files for the year.

The job development program listed 734 part-time jobs. College of Charleston students were hired in 430 instances, with estimated earnings for the year of approximately \$600,000.

### *Student Activities*

The programs and activities of student organizations create a sense of community on the College of Charleston campus. Leadership of and participation in the College's student organizations add life experiences, relevance, and good times to a student's academic curriculum.

There are 86 student groups on campus that offer individuals the opportunity to develop leadership skills, pursue leisure time and recreational interests, share ideas with other similar religious or political beliefs, and explore career opportunities.

This year the College's Bicentennial Celebration created an exciting opportunity for student organizations to collaborate on a College and community-wide event. Members of 19 student organizations participated in the planning and management of a day-long campus festival, Renaissance Revelry. The festival program included nine dance groups, seven musical groups, athletic demonstrations and competitions, childrens' activities and cuisine by local Charleston restaurants.

The 86 groups on campus are listed according to their purpose as follows:

#### *Fraternities*

Alpha Tau Omega  
Kappa Alpha  
Kappa Alpha Psi  
Kappa Sigma  
Omega Psi Phi  
Phi Beta Sigma  
Pi Kappa Phi  
Sigma Alpha Epsilon  
Sigma Nu  
IFC-Inter-Fraternity Council

#### *Sororities*

Alpha Delta Pi  
Alpha Kappa Alpha  
Chi Omega  
Delta Delta Delta  
Delta Sigma Theta  
Phi Mu  
Zeta Phi Beta  
Zeta Tau Alpha  
Panhellenic Council

### *Governmental Organizations*

South Carolina Black Student  
Association  
South Carolina State Student  
Legislature  
South Carolina Student  
Association  
Student Government  
Association

### *Programming Groups*

College Activities Board  
Film Club  
International Club  
Student Union for Minority  
Affairs

### *Cultural Groups*

International Club  
Student Union for Minority  
Affairs

### *Political Groups*

College Republicans  
Young Democrats

### *Special Interest Groups*

Cliosophic Literary Society  
Commuter Student  
Organization  
Video Production Club

### *Service Groups*

Alpha Phi Omega  
Peer Mentor Association

### *Sports Clubs*

Badminton Club  
Cheerleaders  
Equestrian Club  
Rugby Club  
Scuba Club  
Ski Club

### *Surf Club*

### *Honor Organizations*

Alpha Epsilon (Pre-Med Society)  
Eta Sigma Phi (Classics)  
Omicron Delta Kappa  
Phi Kappa Phi  
Pi Alpha Theta (History)  
Psi Chi (Psychology)  
Sigma Alpha Phi

### *Media Organizations*

The Comet-yearbook  
The Meteor-newspaper  
The Miscellany-literary  
magazine  
Publications Board

### *Performing Groups*

Center Stage  
Concert Choir  
Fine Arts Singers  
Jazz Ensemble  
Madrigal Singers  
Wind Symphony

### *Religious Organizations*

Baha 'i' Club  
Baptist Student Union  
Campus Crusade  
Catholic Student Union  
Fellowship of Christian Athletes

### *Departmental and Majors*

*Associations*  
Accounting Association  
Alpha Chi Sigma (Professional  
Chemistry Fraternity)  
American Society of Personnel  
Administrators, Student  
Chapter  
Alpha Epsilon Delta (Pre-Med)  
Biology Club

Center Stage  
Classics Club (Greek & Latin)  
Council for Exceptional  
Children  
English Club  
Engineering Club  
Fine Arts Club  
French Club  
Geology Club  
History Club  
Honors Program Student  
Association

Marketing Club  
Philosophy Club  
Physical Education Majors Club  
Physics Students, Society of  
Pi Mu Epsilon Math Club  
Political Science Club  
Pre-Law Society  
Psychology Club  
Urban Studies Club

### *Stern Student Center*

This year the ballroom and garden of the Stern Student Center were the site of 215 varied events. There were over 1,000 meetings in the Center's four meeting rooms.

The addition of a full-time Night Manager enhanced the evening programming in the Stern Student Center as he scheduled a variety of tournaments and leisure courses.

For the first year an "Exam Plan" was instituted. This included extended building hours, free popcorn and coffee, and late evening movies for pre-exam relaxation.

Building revenues were augmented by the sale of health food snacks, popcorn and discount movie tickets. However, the loss of revenue from the sale of beer in the gamesroom and at special events has presented a serious challenge to the building operation.

### *College Activities*

The College Activities Board (CAB) had three major goals in the 1984-85 school year. They were: (1) to develop and refine the image of CAB, (2) to increase intra-campus communication between and among individuals, groups and organizations, and (3) to provide thought-provoking, innovative, popular programming which is sensitive to the diverse populations on campus. The Board has been successful in meeting these goals and has had an outstanding year. Seventy-six programs or events were presented.

This year saw additional new developments in programming. Most notable were:

*Thursday's Specials* — Every Thursday at noon, CAB presented "free entertainment and cheap food" either in the Stern Student Center Breezeway, Ballroom or Garden. Entertainment ranged from fitness demonstrations to bagpipe players. Food items included croissants, baked potatoes, sundaes and corndogs. Thursday's Spe-

ciala were held at noon to allow resident and commuter students as well as faculty and staff opportunity to participate and enjoy.

*Oktoberfest* — This year CAB sponsored an Oktoberfest as a part of the College's Family Weekend. The event was held in the SSC Garden and included a German menu and entertainment by German singers and musicians. Over 800 people attended (including over 200 family members and friends). CAB would like to make this event a traditional part of Family Weekend.

*Dinner Theatre* — In January, CAB repeated this event for the first time in several years. The event was held in the SSC Ballroom and was a sell-out success. Chopstick Theatre (a local company) presented "The Unexpected Shakespeare" and the event was catered by ARA. Students, faculty, staff and the community turned out for what proved to be a "classy" addition to the semester calendar.

*Dry Programming* — As the legal drinking age continues to rise in South Carolina, the College has recognized a need for alternative "dry" programming for underage students. More events will be needed to address the social needs of students who are no longer free to frequent bars around town. CAB made an effort this year to begin to program weekend events in the SSC without alcohol. Three major events were held: The Rocky Horror Picture Party, the Desert Party and the Cruis-o-matic concert. Rocky Horror and Cruis-o-matic were CAB sponsored while the Desert Party was a joint effort by CAB, SGA and SUMA. Attendance at Rocky Horror was 300, at the Desert Party, 200 and at Cruis-o-matic, 200. These are not exceptionally high figures but seem respectable for a "dry" event. Plans will continue to be made to encourage greater interest and attendance.

### *Student Government Association*

Each student who enrolls at the College automatically becomes a member of the Student Government Association. The organization is based on mutual cooperation between students, faculty and administration. The Student Government Association is made up of a legislative council in which elected class representatives participate; an executive board composed of student body officers; and a judicial branch. Only the representatives of these three branches are voting members of the SGA. The Student Government Association promotes activities on campus and cooperates in building a better College.

This year the SGA's significant contributions were a fall and spring used book sale, an Inaugural Ball honoring all new student organization officers, and a daily radio spot on a popular local radio station to promote the College and the activities of student organizations.



### *Athletics*

The College of Charleston's intercollegiate athletic department recorded a banner year in 1984-85. Six of the College's nine teams competed in their national championship tournaments and the men's basketball team was the number one team in the county for five consecutive weeks. The Cougars were ranked fourth in the final poll.

The Lady Cougar's volleyball team compiled a 38 and 5 record en route to their national championship berth. The women's tennis team finished fourth in the NAIA National Championship tournament.

The College of Charleston also placed sixth in sailing, seventh in men's tennis, 13th in women's swimming, 18th in women's basketball and 20th in men's swimming.

Nine intercollegiate athletic programs are offered for College of Charleston students, with approximately 140 student athletes participating.

Completion of the F. Mitchell Johnson Physical Education Center in August 1982 provided increased opportunities for students, staff and faculty participation in physical education, intercollegiate athletics, intramurals, club sports and open recreation. The old gymnasium, opened in 1940, continues to be used while the college awaits funding for a proposed renovation project that would enhance the overall programs of the institution.

The outdoor recreation area at Remley's Point in Mount Pleasant continues to be used often by students, staff and faculty. The acreage includes an intercollegiate soccer field and softball facilities for intramural programs. Additional phase work, as funds become available, will offer opportunities for expanded programs.

### *Financial Assistance and Veterans Affairs*

The basic philosophy of the Financial Assistance Office is to provide the financial means needed by qualified students to attend the College of Charleston. Programs include federal financial aid through the Pell Grants, Supplemental Educational Opportunity Grants, National Direct Student Loan, Guaranteed Student Loan and College Work-Study. Veteran benefits are available through the Veteran's Affairs Office. Scholarships are available from endowed funds and other gifts provided by the College of Charleston Foundation. In addition, many students receive awards from community and civic organizations. Approximately 2,100 students were assisted through this office in 1984-85 and approximately \$5.2 million dollars in financial aid funds were expended.



## ADMINISTRATION AND INSTITUTIONAL RESEARCH

### *Personnel*

As part of the office of the Vice President for Administration and Institutional Research, the Personnel Division's responsibilities encompass the planning, administering and supervising of personnel programs including the recruiting and record-keeping for classified employees of the College. It performs all administrative employment functions for the faculty and special program personnel; formulates policies and procedures within the framework of the State Personnel Employment Directives; and insures compliance and conformity in all personnel matters. The Personnel Division maintains close liaison and coordinates all personnel matters with the State of South Carolina Division of Human Resource Management. The division is responsible for all the insurance programs offered to College employees, as well as coordinating the staff development and training programs for non-credit courses.

Classified personnel employed as of June 30, 1985, totalled 344, an increase of 33 from the previous year. Unclassified personnel totalled 259 as of the same date, an increase of 23 employees for the 1984-85 year.

### *Institutional Research*

The Office of Institutional Research is an integral part of the various processes that exist for the preparation of internal and external planning documents. Among such documents are the Five-Year Capital Improvement Plan, the Annual Permanent Improvement Plan, the Three-Year Institutional Plan, and the Information Technology Plan.

The office additionally is responsible for the collection and analysis of management information for decision-making; the preparation of all required external reports for the Commission on Higher Education and the federal government; the preparation of special reports and research studies; the preparation of external questionnaires, surveys, the Annual Report, and requests for institutional statistics and information; and the maintenance of the College's Space Inventory.

### *Public Safety*

The College began negotiations with the Medical University of South Carolina this fiscal year for the purpose of merging the two Public Safety Divisions, with operational control at MUSC. This merger was proposed in response to a recommendation made in a SLED report issued after an evaluation of the division by that agency. From July 1, 1984 to February 12, 1985, the Public Safety Division had one Director, one Public Safety Lieutenant position, two Public Safety Sergeants, one Investigator, four Master Public Safety Officers (Corporals), eight Patrolmen, three Dispatchers, and one secretary. Additionally, the College maintained a

commercial contract for ten to 14 Security Guards on a 24-hour basis. The Security Guards provided security coverage to five dormitories, the College Gymnasium area, and nighttime coverage to classroom facilities. The three Dispatchers maintained a liaison with the City Police and Fire Department via direct telephone lines to the City Police Control switchboard; received incoming calls by telephone and dispatched Public Safety Officers for assistance and/or investigation; maintained a written log of events; and maintained radio/telephone contact with all stations in the network.

Since February 13, 1985, MUSC has had operational control of the division. Although an official merger has not taken place, this action has resulted in accelerated training, closer supervision and increased visibility of the officers. These benefits are expected to be further enhanced when the final merger is effected this next fiscal year.

The Public Safety Division is responsible for the issuance of identification cards for all students, faculty and staff. It also maintains a current locator file on all students and employees for emergency purposes. Public Safety also maintains the College Lost and Found; handles the sale of parking decals for vehicles; and the registration and sale of decals for bicycles.

### *Telephone and Duplicating Services*

Copying, Duplicating and Telephone Services are administered by the Administrative Services Department, located in the Duplicating Center. The center is equipped with a variety of copying and duplicating equipment. The staff is also responsible for the management of 18 copy satellite areas which are located in strategic locations on campus. The high-volume "quick copy" service is performed in the Duplicating Center, on an off-set press. Newly acquired equipment includes a folding machine, a keyboard lettering system located in the Duplicating Center and several new duplicating and copying machines, located in the satellite areas. Additionally, a process has been added that uses a variety of colored ink.

The staff is working closely with The Information Resources Management Division of The State Budget and Control Board to install a new telecommunications system. The present Bell Centrex System, shared by the College, The Citadel, the Medical University and other state agencies, is being replaced with AT&T's System 85, a sophisticated fiber optic network which links the three college campuses. The state is purchasing the system and the College's monthly telephone charges will include prorated payments over a seven-year period. This new system incorporates advanced technology and will allow us to stabilize costs, while at the same time upgrade and enhance telephone service with touch-tone and other features. The system's modular design will allow for the addition of

other communication enhancements. The proposed "cut-over" is scheduled for November 29, 1985.

#### *Mail Services*

The College mail service employs six full-time staff members. It provides delivery of student mail within the mail distribution center as well as intra-campus mail service, and pick up and delivery of U. S. mail to all College facilities. An Intra-State Courier service is operated between the College of Charleston and other state agencies designated by the Budget and Control Board, Division of General Services, Inter-Agency Mail Services. Fiscal year 1984 postage expenses amounted to approximately \$105,000.

#### *Physical Facilities*

The College of Charleston's main campus comprises approximately ten city blocks bounded by Calhoun, St. Philip, Wentworth, and Coming streets. The buildings consist of Harrison Randolph Hall (the administration building), Towell Library (the original library), Maybank Hall (classroom building), the Library, Central Energy Facility, Bookstore, Science Center (First Increment), Education Center, Physicians Memorial Auditorium, Fine Arts Center, Stern Student Center, Cafeteria, men's and women's residence halls, (1,318 permanent beds), President's Residence, Student Health Center, Early Childhood Development Center, 60 former residences converted to faculty and administration offices, a gymnasium constructed in 1939 as a WPA project, the F. Mitchell Johnson Physical Education Center, Physical Plant Repair Shops, a Computer Service/Science Facility and a warehouse. The College also operates a marine science laboratory on James Island at Fort Johnson and an Outdoor Activities Facility at Remley's Point in Mount Pleasant. Nine of the former residences are being leased from the College of Charleston Foundation for faculty and administrative offices and dormitories until they can be budgeted through the Capital Improvement Program. The Computer Service/Science Facility is also being leased with an option to buy at a future date.

The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district. Extensive demolition and site clearing for new construction are not possible, and restoration and maintenance of existing buildings, primarily former residences, is the law (city, state and national).

The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 sq. ft. Forty-six percent of the buildings

are over 120 years old. This figure includes eight percent which are over 170 years old. Seventy percent of our buildings are former residences.

Although this uniqueness carries with it great charm and beauty, the distinction of the campus often obscures the problems which constantly beset the administrators who seek to effectively and efficiently operate and maintain the physical plant to serve the growing student body and mission.

The problems with the historic facilities are that most are not on the underground steam and chill water system nor the centrally metered electrical distribution system. Most are heated with natural gas directly from city service lines of SCE&G or an oil-fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities. These are fragile buildings, inaccessible to the physically handicapped, most of which are wooden frame with ornate porches on each floor, the appearance of which must be maintained for historical purposes. Most need to be upgraded to comply with electrical and plumbing code requirements. They also need to be equipped with central heating and air conditioning systems. Some have expensive slate or cooper roofs. The interior and exterior walls of all these facilities need to be repaired and painted more often than the usual facilities that are found at other colleges and universities. The multi-locations cause significantly more security problems, both with respect to personal safety as well as property security. Being in an urban area with a very high crime rate, the College must operate and maintain a larger security force and associated equipment.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made and a Capital Improvement Plan published. The plan provided for the expansion of the College academic facilities at its present location; the existing buildings to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the educational, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the

building of new structures "which are architecturally compatible with the old." The result "is an ambience that is at once traditional, modern and pleasing."

The College's efforts have been further recognized by the American Association of Nurserymen through their presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus. The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts (Fine Arts Center). Most recently, the College was presented the Carolopolis Award in January 1984, by the Preservation Society of Charleston in recognition of significant preservation efforts in the area through its restoration of 26 Coming Street for faculty offices.

### *Computer Services*

Computer Services during the 1984-85 fiscal year handled 386 projects. These projects range from small to large, covering data processing and word processing functions.

Transfer of all opt-scan processing from MUSC to the College has been completed. While making this transfer, the placement testing process was enhanced to handle new tests and improve the old reports.

The pre-registration and grades opt-scan forms have been redesigned to aid the student and faculty.

The Wang Word Processing System continues to grow in use as faculty and staff understand its value. The capability to transfer data processing data to word processing has been set up for a number of user departments. This has eliminated many man-hours of typing and also has provided a more accurate product.

In the Data Processing area, a large number of quick report requests have been provided to our user departments. A new Financial Aid system was implemented in February, 1985. Basis/Type, Service Credits, Student Billing Trial Balance and Pre-Registration programs have been rewritten.

Computer Services is currently in the process of making major enhancements to the Student Billing System and the payroll system.



### *Physical Plant*

Plant operation and maintenance costs for 1984-85 totaled over \$5,000,000. In addition to normal maintenance and repair work, major projects included installation of a new energy management system, replacement of a cooling tower at the Central Energy facility and renovation of the upper three floors of 9 Liberty Street for use by Computer Science and Computer Services.

The addition of 9 Liberty Street has increased the requirements for maintenance and custodial personnel. The current plan calls for four additional personnel for that purpose.

### *Motor Pool*

The Motor Pool is operated as a division of the Physical Plant and totals 26 licensed vehicles (three are leased), one fork lift and six electric vehicles. Fourteen are assigned for general use, one for Mail Service, one for Central Receiving, one for Grounds Maintenance. Fifteen are assigned to the Physical Plant of which nine are licensed and six electric.

## INSTITUTIONAL ADVANCEMENT

The Office of Institutional Advancement plans and supervises efforts to promote and to interpret the College of Charleston to all external constituencies and to the general public. It coordinates ongoing communications with and supports the activities of College of Charleston students, its faculty, its alumni and friends fostering and maintaining their close relations in keeping with the College's responsibility as a state assisted institution of higher education. Institutional Advancement assists other departments of the institution in identifying sources of and securing private gift support for college projects and programs. Its primary objective is to generate interest in and support for the College's mission of academic excellence in liberal arts education.

The advancement offices, which report to the Vice President for Institutional Advancement, are the Office of Alumni Relations, the Office of Development, the Office of College Relations, and the Office of Special Events. Their staffs maintain external liaison with alumni, parents and friends of the College, including business and industry throughout the state and region. Through its many functions, the advancement office helps to monitor the success of the College's efforts and assesses the strengths and weaknesses of its program.

*The Office of Development* provides counsel and assistance to the college community about ways to attract private gift support to help supplement state legislated appropriations and other government grants and contracts. Private gift support is sought from faculty and staff,

alumni, parents, friends, business and industry, and private foundations. All private gifts to the College of Charleston, encouraged by the Office of Development, are directed to the College of Charleston Foundation, an eleemosynary 501(c)3 private Foundation whose sole purpose is to support the educational mission of the College of Charleston through private gift support. In cooperation with the College of Charleston Foundation, private gifts are raised through developmental programs managed by Development staff professionals which include annual giving, capital giving for endowment, and planned giving which encourages private gifts through wills, trusts and other forms of estate or deferred giving.

*The Office of Alumni Relations* seeks to build and maintain close ties between College and all of its alumni. The office staff maintains records of more than 10,000 living graduates. The College Newsletter is published by this office, and travel opportunities are presented throughout the year. Alumni are encouraged to return to the campus for a variety of programs throughout the year, and special emphasis is placed on Commencement Weekend in May. Quinquennial class reunion programs are encouraged and supported by the Alumni Office, and area alumni meetings are held in cities along the Eastern seaboard.

*The Office of College Relations* directs its efforts to the development and maintenance of a comprehensive internal and external communications program to include all aspects of media relations; it is also responsible for the design, editing and supervision of printing of all College publications; paid advertising, and general publicity and promotion on behalf of the College and its programs.

*The Office of Special Events* provides the campus with events assistance including: supervising the monthly calendar of events, assisting the students, administrators, and faculty in planning and managing all public events to assure that appropriate consideration is given to allocation of space, development of invitation lists, publication needs, protocol, supervision of events, collegiate image, and audience development. That includes coordination and billing for the non-academic use of campus properties to both college and non-college organizations. The College Speaker's Bureau is managed by the Office of Special Events.

## BUSINESS AFFAIRS

### *Accounting*

The College maintains a computerized fund accounting system which records financial data in compliance with generally accepted accounting principles. During 1984-85 the system provided accurate and timely financial data to College personnel, governing boards and other state agencies.

### *Purchasing*

Centralized purchasing and its related functions are conducted under the Director of Procurements. Certification to procure to the \$10,000 level in "Consultants" and "Other Goods and Services" areas was achieved in March 1984. The number of purchase orders issued was approximately 5,660. Our MBE Plan for 1984-85 was to reach seven percent of purchases to MBE's, this was an increased percentage from three percent in 1983-84 to seven percent this fiscal year. Of the 379 MBE's solicited, 329 (or 87 percent) responded and 211 (or 55 percent) awards were made to MBE's. Our increased goal of seven percent was met.

The Central Stores Branch provides immediate availability and consolidated buying advantages for some 600 high-use, general purpose items. Issues of \$221,000 have been made while maintaining an inventory of \$147,000 with a stock turn of 1.5. Purification is continuing for aged stock. The reinstitution of Bench Stock for unique repeated purchases by individual sections in Physical Plant has reduced the number of local pick up purchases by departmental personnel which has aided in reduced departmental operating costs.

Some 90 percent of all purchase action receipts are documented through our Central Receiving Branch, thus strengthening control over material acquisitions and assuring tighter control over the invoice payment certification process.

Acquisition, redistribution and inventory of 2,500 items of portable plant property valued at \$4,400,000 is facilitated by use of a computerized Plant Property Inventory System. Capitalization criteria remains at \$500.

Effort expended in documenting and disposing of surplus and scrap state property under the existing disposal process is disproportionate to the dollar return from sale.

### *Auxiliary Enterprises*

Auxiliary Enterprises encompasses the managerial and operational responsibilities of the Bookstore, Campus Shop, Snack Bar, Cafeteria, Vending Machines, and the business management function for all residence halls and sorority, fraternity and faculty housing. These areas of operations are financially self-supporting.

### *Bookstore and Campus Shop*

The sales volume of textbooks and other merchandise increased 11 percent during fiscal year 1984-85. Total sales in the Bookstore and Campus Shop were \$1,266,581.

### *Snack Bar*

The Snack Bar provides students, faculty, and staff with a convenient self-service, fast food operation and general meeting place. It is operated by ARA Services.

### *Cafeteria*

The Cafeteria is managed and operated by ARA Services. Meals are prepared daily and catering for special functions on and off campus is available. The cafeteria also provides daily luncheon meals for the College of Charleston Club and the Early Childhood Development Center.

### *Student and Faculty Housing*

This year the College of Charleston housed 1,464 students in 36 facilities. A wide variety of living quarters ranging from conventional dormitory multi-story housing to houses much like one would find in many areas in the City of Charleston are available. Five houses owned by the College are leased to members of the faculty and staff.

# FINANCIAL REPORT

## FISCAL YEAR ENDING JUNE 30, 1985

### Operating Funds:

Educational and General Revenue	
State Appropriation .....	\$15,661,789
Student Fees .....	7,203,451
Other Revenue .....	586,813
Balance June 30, 1984 .....	<u>72</u>
Total Educational and General Revenue .....	\$23,452,125
Auxiliary Enterprises (net expended) .....	5,181,528
Student Aid (net expended) .....	1,087,579
Sponsored Instruction & Research (net expended) .....	<u>734,823</u>
Total Operating Revenues .....	<u>\$30,456,055</u>

### Expenditures:

Educational and General Revenue	
Instruction .....	\$10,872,427
Research .....	261,678
Academic Support .....	2,387,183
Student Services .....	1,380,885
Institutional Support .....	3,858,539
Operation and Maintenance .....	4,452,965
Student Aid .....	<u>238,448</u>
Total Educational and General .....	\$23,452,125
Auxiliary Enterprises .....	5,181,528
Student Aid .....	1,087,579
Sponsored Instruction and Research .....	<u>734,823</u>
Total Operating Expenses .....	\$30,456,055
Capital Improvement Expenditures .....	<u>\$ 572,960</u>



# STATISTICS

	<i>Fall</i> 1984	<i>Fall</i> 1983	<i>Fall</i> 1982	<i>Fall</i> 1981
<b>Total Enrollment</b>				
Head Count .....	5,395	5,323	5,394	5,136
Full-Time Equivalent (based on 15 credit hours for undergraduate and 12 credit hours for graduate students) .....	4,431	4,414	4,467	4,223
Percent Increase/(Decrease) in Head Count ..	+1.4%	-1.3%	+5.0%	-1.7%
Percent Increase/(Decrease) in FTE .....	+0.4%	-1.2%	+5.5%	+0.5%
<b>Enrollment by Type of Student</b>				
Degree Candidates .....	4,192	4,184	4,261	4,073
Nursing .....	95	119	92	101
Allied Health .....	0	0	0	1
Evening .....	709	635	640	604
Graduate .....	230	232	241	205
Other* .....	169	153	160	152
<b>Enrollment by Class</b>				
Freshmen .....	1,455	1,456	1,661	1,571
Sophomores .....	1,302	1,392	1,277	1,172
Juniors .....	749	656	690	636
Seniors .....	686	680	633	694
Graduate .....	230	232	241	205
Others .....	973	907	892	858
<b>Enrollment by Sex</b>				
Male: Part-Time .....	474	487	541	459
Full-Time .....	1,438	1,455	1,519	1,450
TOTAL .....	1,912	1,942	2,060	1,909
Female: Part-Time .....	1,016	949	954	969
Full-Time .....	2,467	2,432	2,380	2,258
TOTAL .....	3,483	3,381	3,334	3,227
Female as a Percent of Total Head Count ....	64.6%	63.5%	61.8%	63%
Male as a Percent of Total Head Count .....	35.4%	36.5%	38.2%	37%
<b>Student Characteristics</b>				
Full-Time: White .....	3,528	3,627	3,632	3,476
Non-white .....	377	260	267	232
Part-Time: White .....	1,323	1,338	1,380	1,318
Non-white .....	167	98	115	110
State Residents .....	4,751	4,731	4,828	4,705
Out-of-State or Nonresidents .....	644	592	566	431
State Residents as a Percent of Head Count ...	88.1%	88.9%	89.5%	92%

\*NOTE: Other includes Consortium students, high school students, students in summer program only, and transient students.

	Fall 1984	Fall 1983	Fall 1982	Fall 1981
<b>Faculty Characteristics</b>				
Professors .....	33	28	25	24
Associate Professors .....	89	87	94	95
Assistant Professors .....	91	87	66	57
Other .....	13	18	26	35
Percent with Terminal Degrees .....	84%	83%	83%	83%
Percent with Tenure .....	66%	58%	59%	58%
Course Offerings .....	1,096	1,063	1,063	1,013
Credit Hours Generated .....	66,207	65,917	66,696	63,237
Average Weekly Scheduled Teaching Hours ..	12.07	12.41	13.2	13.0
Average Class Size .....	26.4	25.7	24.5	24.8
<b>FTE Students to FTE Faculty Ratio</b>				
FTE Student .....	4,431	4,414	4,467	4,233
FTE Faculty .....	239.62	243.33	225.34	220.13
Ratio .....	18.5:1	18.14:1	19.8:1	19.2:1
<b>Average Salaries by Rank*</b>				
	Fall 1984**	Fall 1983**	Fall 1982	Fall 1981
Professor .....	\$35,759	\$30,920	\$28,482	\$27,705
Associate Professor .....	\$30,392	\$26,527	\$24,370	\$24,111
Assistant Professor .....	\$24,714	\$21,690	\$19,671	\$19,634
Instructor .....	\$20,817	\$17,001	\$14,605	\$14,773

\*9-Month Salaries

\*\*Intradepartmental and interinstitutional inequity adjustments were made Fall 1983 and 1984.